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| **4th Grade ELA Priority Standards** | | | | |
| **Reading** | | | | |
| **Foundational Skills (RF)** | | **Literature (RL)** | | **Informational Text (RI)** |
| **RF.4.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | **RL.4.1 – Key Ideas and Details**  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | **RI.4.1 – Key Ideas and Details**  Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|  | | **RL.4.3 – Key Ideas and Details**  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thought, words, or actions). | | **RI.4.2 – Key Ideas and Details**  Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **RL.4.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | **RI.4.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **4th Grade ELA Priority Standards** | | | | |
| **Writing (W)** | **Speaking and Listening (SL)** | | **Language (L)** | |
| **W.4.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) | **SL.4.1 – Comprehension and Collaboration**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. * Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | **L.4.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). * Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. * Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. * Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). * Form and use prepositional phrases. * Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* * Correctly use frequently confused words (e.g., *to, too, two; there, their*).\* | |
| **W.4.5 – Production and Distribution of Writing**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **SL.4.4 – Presentation of Knowledge and Ideas**  Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | **L.4.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use correct capitalization. * Use commas and quotation marks to mark direct speech and quotations from a text. * Use a comma before a coordinating conjunction in a compound sentence. * Spell grade-appropriate words correctly, consulting references as needed. | |
|  |  | | **L.4.4 – Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   * Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. * Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). * Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | |